

Nursery, Reception and Year 1 Curriculum Plans

Subject area	Content	Key vocabulary
Science	<p>Explore light and dark and link this to a range of materials to explore shadows. These will include natural materials, paper, wood, plastic, glass, fabric, metal. Opportunities to develop the vocabulary linked to this ~ opaque, transparent, translucent, shiny, heavy, light etc. Make links and connections to when we are using these materials.</p> <p>Seasonal change ~ Winter into Spring weather ~ what is it like, how does it feel? Seasonal comparison with autumn. Care for our plants and notice the spring bulbs beginning to grow.</p> <p>Watch and learn the names of the birds we are feeding in our outdoor play area. Forest school sessions in High Stand woods!</p> <p>We will also explore materials and forces through our DT focus on playgrounds. We will investigate how materials are joined and how forces are working, including how we help to create the movement. This will give us the opportunity to explore and name our body parts, skeletal and muscular, noticing how we move and where our hinges and pivot points are, alongside how we can use them to apply forces and create movement in objects such as a swing.</p>	<p>Light, dark, shadow, sun source, moon, reflect, block, transparent, translucent, opaque, torch, candle,</p> <p>Winter, cold, frosty, snowy, icy, icicles, seasons, December, January, February, hat, gloves,</p> <p>Push, pull, balance, pivot point, stable, free-standing, metal, wood, chain, nut, bolt, lever, D-clip. Elbow, wrist, knee, ankle, knuckle, spine, hips, swing, rotate, twist, slide.</p>
Design and Technology	<p>We will complete our healthy eating food technology focus by designing and making our own delicious fruit or vegetable kebab, smoothie, soup, salad etc. and hopefully bring some home to share!</p> <p>Then our focus will move to structures and mechanisms, when we move onto resistant materials. We will learn about these through the context of playgrounds\play areas, which we will need to thoroughly test out! We will visit parks and play areas to see how the equipment is made, what it is made from and how it moves. We will learn how to design and make a moving playground\park picture. Also, we will use construction equipment to support our learning in making free standing structures and creating moving parts, such as a swing. We will learn how to use snips, a saw, a sanding block and a drill to cut and shape wood\card and plastic. We will then research, design and make our own playground (Year 1) or piece of equipment (Year Reception). This will be part of our summer term focus too. What fun we are going to have!</p>	<p>Recipe, ingredients, tools ~ peeler, grater, blender, skewer, fruit and veg, vitamins and minerals, research, design, finishing touches, tasting, evaluation.</p> <p>Structure, free standing, stable, triangulation, frame, pivot point, rotate, swing, lever, force, push, pull, prototype, measure, cut, shape, join, swing, roundabout, slide, climbing frame, cargo net, zip wire, research, design, evaluation, visit, explore, investigate, fun!</p>
Computing	<p>Creating Media: digital painting and digital photography</p> <p>Alongside continuing to develop our skills at using different software including Word and Publisher, we will introduce Paint and use it to create our own digital art work. We will also take photographs using the I-pads and learn how to manipulate and edit them. We will create our own Publisher research, use Word to write, selecting Font type, colour and size. We will use Paint to create playground scenes and will take photographs of seasonal change and playground equipment.</p>	<p>Computer, tablet, laptop, i-Pad, Word, Publisher, document, keyboard</p> <p>Paint, colours, effects, photograph, enlarge, shrink (decrease in size)</p>

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PE	<p><u>Sending and Receiving</u> We will be continuing to develop our awareness of ourselves in a space and our awareness of where those around are (spatial awareness and peripheral vision). We will use this to help us really focus on how we move and control different parts of our body. Being aware of your hands, feet etc and where they are sounds obvious because we can automatically do this, but this is something we develop when we are young. (It's called proprioception) We will use a variety of sizes of ball and beanbags to slide, roll, throw and catch. We will also learn how to work with a partner.</p> <p><u>Gymnastics</u> Initially, we will explore and learn how to move and balance on the floor, thinking about which body parts are in contact with the floor and which we are using to move, balance, land etc. We will learn how to land safely. When ready, we will move this work onto low apparatus,</p>	<p>Roll, slide, throw, eyes, brain, catch, cup hands, swing back, point, control, balance, move, flight\trajectory, fun!</p> <p>Warm up, cool down, heartbeat, blood, oxygen, lungs, breath, pump, health, muscles.</p> <p>Balance, small, large balance points, slide, hop, jog, skip, jump, arms, move, travel, high, low, medium, fast, slow, still, stationary, stretch, extend, mat, table, bench, frame, ladders. Perform, sequence.</p>
Geography	<p><u>Habitats and biomes</u> We will be studying the Daintree Rainforest and Cape Tribulation and some of the incredible animals that live there. This will inspire us to investigate other habitats, across the globe, using map skills to help to locate them before identifying physical and human geographical features, which we will compare with our own local surrounding area.</p>	<p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, Equator, continent, biome, globe, habitat, symbiotic.</p>
RE	<p><u>What things might be special to many people and why?</u> <u>Christian and Muslim</u> We will be considering what 'special' is to different people, looking specifically at special objects and symbols. We will discuss the meanings behind symbols and create our own symbols that reflect us. We will look at different artefacts that are special to different people, or groups of people, and learn about how we treat them. We will create our own special artefacts and we will be able to explain to each other why it is special, and how we need to treat it.</p>	<p>Bible, font, crucifix, rosary, palm cross, icon, baptismal candle, prayer mat, hijab, kufi, Qur'an, adhan clock, tasbeehm qibla compass, rehal, Eid cards</p>
French	<p><u>It's my birthday!</u> We will learn how to say, it's my birthday and to wish happy birthday to others. We will be recapping numbers 1-10 and learn how to say, I have, in terms of birthday presents.</p> <p><u>Colours I like</u> We will be learning to ask and respond to 'what colour is it?' C'est de quelle couleur? J'aime le.... Je n'aime pas le...</p>	<p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf dix, 'C'est mon anniversaire, Quel age-as tu? J'ai.... Ans, J'ai.... Cadeaux, Je n'ai pas de cadeaux! Un cadeau .</p>

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History	<p>Intrepid Explorers is our theme this term and we'll be learning about some of history's most intrepid adventurers from different times, frontiers and continents. From Ibn Battuta's epic 29-year journey in the 13th century to the Antarctic in the 20th century with Robert Falcon Scott and the Moon with Neil Armstrong, via the voyages of Christopher Columbus, we'll investigate adventures, compare experiences and consider the impact these brave pioneers' discoveries have had on people's understanding of the world.</p>	famous, pilgrimage, Mecca, bandits, explore, unknown, navigate, voyage, compass, New World, Caribbean, valuable, continent, ocean, polar regions, terrain, trek, communicate, insulate, frost-bite, mission, orbit, NASA
Art	<p>Reading Miro's Magic Animals has introduced us to the colourful world of this artist who 'dreamed when he was awake'. We've had lots of fun experimenting with colour mixing and exploring line and our next step is to hunt for common themes and images in Miro's artworks. We'll discuss our ideas and feelings about his paintings and sculptures and work collaboratively to produce both a Miro-inspired mural and individual wire and dough free-standing sculptures informed by his unique and very recognisable style.</p>	mural, collaborate, organic, geometric, abstract, representational, two-dimensional, three-dimensional, form, proportion, balance
P4C Philosophy for Children	<p>In class we will explore the story of the 5 bears, exploring whichever areas of enquiry arise through discussion, alongside the theme of friendship in this book.</p> <p>We will explore creativity through the book Beautiful Oops, providing opportunities to change how we think and feel about mistakes and creativity. We may invite parents to join us for this enquiry.</p> <p>We will work with the rest of the school to explore the story of The Whale Who Wanted More. With our big buddies leading, we will explore words in the book, finding out what they mean in the book and to us. We will ask questions and decide which of these we want to explore more. From our big buddies, we will learn new vocabulary, how to listen and respond to each other and have opportunities to share our thoughts.</p>	<p>Caring, creative, critical, collaborative, friendship, belonging, care, kindness, happiness, contentment, mistake, idea, learn, enjoy, imagination, things, confidence.</p> <p>Listen, share, consider, wonder, ponder, word, meaning, history, origin, Opposite, similar, phrase.</p>

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Music	<p>Everyone ~ During this unit, we will explore different styles of music, learning how to improvise with our voices and with instruments. As part of this, we will make our own rice/lentil shakers and use them to create music. We will focus on how music links us with our friends, family and others by listening to music from around the world.</p> <p>Round and Round ~ This unit of work will be based around one song that incorporates a samba genre – Round and Round by Joanna Mangona. Although this song is the centre point of our learning, we will also explore a variety of well-known songs that have a range of genres; including Latin, pop, film music, dance and jazz.</p>	Rhythm, beat, pitch, pulse, audience, perform, dance, singing, instruments, shakers, glockenspiel, beater, drums, keyboard, guitar, percussion, trumpet, saxophone.
SRE (Sex and Relationships Education)	<p>Keeping Myself Safe ~ We will find out about how to keep ourselves fit and healthy, including by eating well and getting good sleep. We will think about what medicines are, how we use them safely and when we should have them. We will talk about who helps keep us safe and what good and bad touches are, alongside the PANTS rule ~ which parts of us are private.</p> <p>Rights and Responsibilities ~ We will be thinking about how we can look after own hygiene with tooth brushing and washing. We will also be thinking about how we can look after the people and places that we care about. We will be learning about money and how to keep it safe and save up.</p>	Healthy, nutrition, exercise, active, relax, medicine, trust, worry, private. Hygiene, cleanliness, decay, toothbrush, care, pence, pounds.
Learning Curriculum	Our area of focus will be on absorption, exploring what it means and when it applies. We will link this to being in a state of flow when we are engrossed in our learning. We will compare this to managing distraction and how this relates to noticing skills. We will discuss times when each apply. If time allows, we will move onto considering resilience and resourcefulness, a focus which will continue into the summer term.	Absorbed, productive, positive, counter-productive, negative, noticing, distraction, memory, healthy, unhealthy, obsessive, resilient, persistence.
Rights of the Child\Global learning (assembly time)	<p>This term we will work together to review and update our school Single Equality and Accessibility Plans. We will consider how society can stereo type gender, race, religion, disability , age and other areas of conscious and unconscious bias. This will include our use of images and books. We will audit and update as we go along.</p> <p>We will link this work to accessibility. Is our school accessible to all members of our community, including for visual, hearing, and mobility impairments, for pushchairs etc. We will audit and plan for improvements as we identify them. We will link the above areas to UNICEF Conventions for the Rights of the Child, considering Articles 28, 29 and 31 amongst others as we identify them. Everyone will have opportunities to studies the Articles and identify ones they wish to carry out more work around. Once studied, we will plan an a community event to share what we have learned.</p>	Rights, Article, universal, unconditional, indivisible, inalienable, inherent. Visual impairment, hearing impairment, mobility, disability, access, inaccessible, equality, same, Articles, convention positive discrimination, opportunities, consider, discuss, present, share.